



## Matilda F Dunston Elementary

1825 Remount Road  
North Charleston, SC

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	283 Students	
<b>Principal</b>	Janice H. Malone	843-745-7109
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Average	N/A
2005	Average	Average
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

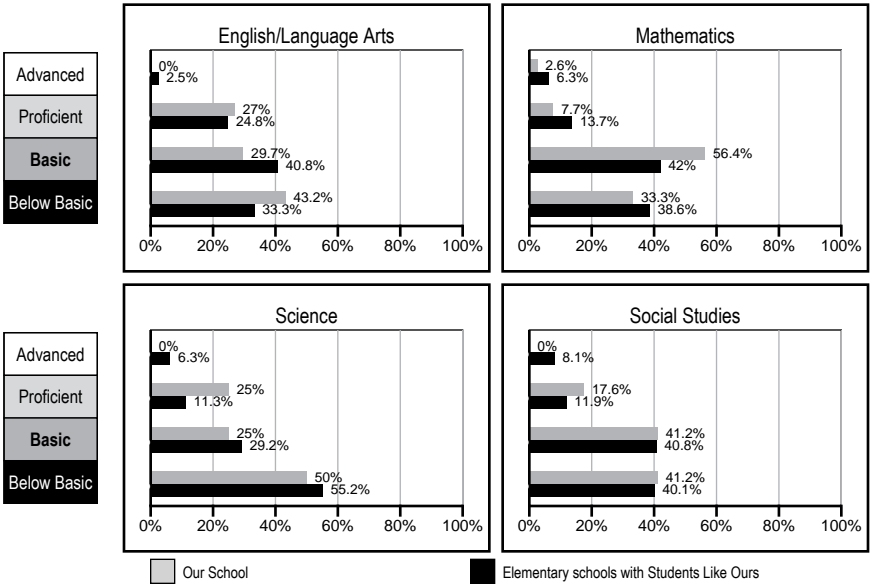
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	6	49	60

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=283)</b>				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.5%	Down from 3.4%	3.1%	2.3%
Attendance rate	96.1%	Up from 92.9%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	3.3%	10.4%
With disabilities other than speech	3.2%	Down from 3.6%	7.8%	7.5%
Older than usual for grade	2.0%	Up from 1.7%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	44.0%	Down from 52.4%	54.0%	56.7%
Continuing contract teachers	52.0%	Down from 71.4%	69.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	71.8%	Up from 70.3%	82.9%	86.4%
Teacher attendance rate	99.1%	Up from 96.4%	95.0%	94.9%
Average teacher salary	\$42,415	Up 1.6%	\$43,838	\$45,345
Professional development days/teacher	16.1 days	N/R	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	3.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 16.1 to 1	16.6 to 1	18.5 to 1
Prime instructional time	95.0%	Up from 86.6%	89.3%	89.8%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$9,796	Down 2.7%	\$8,142	\$7,052
Percent of expenditures for instruction*	60.6%	Up from 60.0%	68.5%	69.1%
Percent of expenditures for teacher salaries*	56.0%	Up from 54.1%	61.3%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This school year has been very exciting. We have a new principal, a number of new teachers and staff, new goals for the school, a systematic approach to positive behavior and intervention, parental and community involvement, increased student achievement and attendance. While Dunston serves students in Child Development through Grade 3, our goal is to increase rigor and relevance at all grade levels.

Dunston teachers work hard to continually learn and improve their teaching practices. The faculty and staff participate in weekly Teacher Curriculum Team meetings, monthly faculty meetings, and professional development sessions. Reading has been a focus this year. Teachers have participated in Reading First study groups, studying current literature on how to teach and monitor progress of guided reading groups. Using the results of DOMINIE and other assessments, classroom teachers, Reading First Interventionists, and Literacy Coaches have identified each student's reading level so that instruction can be delivered at the appropriate level. A literacy closet has been created to provide teachers needed resources to support small group reading instruction.

Establishing a school-wide discipline plan that is systematic and utilizes a positive approach to change inappropriate behavior has proven to be quite effective. The number of student referrals has decreased tremendously. In addition, various incentives have been implemented to encourage student attendance. We are also proud of the accomplishments of the CORE Team in responding to student concerns identified by classroom teachers, interventionists, and other support staff. Due to the team's organization, data collection, and due diligence, various concerns were sufficiently addressed.

There has been a tremendous increase in community involvement. More parents supported school-wide events such as Parent Breakfasts meetings, Math Night, Cinderella Ball, Cinco de Mayo, PACT night, PTA, etc. We look forward to more informative parent sessions this upcoming school year. Community and volunteer support is so important to the success of our students and school. Business partners and volunteers have provided mentoring and tutoring opportunities, funding for our food bank, cubbies for classrooms, monetary and gift donations for our fundraising events. We look forward to establishing new partnerships in the future.

At Dunston Primary, we strongly believe children come first and will continue to implement a rigorous and relevant curriculum driven by the South Carolina standards. While we will continue our focus on a balanced literacy program, we will include a more relevant, hands-on approach to math and a more interdisciplinary approach that integrates the Arts with the Coherent Curriculum. In addition, we will continue to increase student attendance and parental involvement. It requires ALL of us working together—teachers, staff, parents, committed community members, and volunteers caring enough to effect change. Together, we can!

Janice H. Malone, Principal  
Angeleka Manigault, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	43	31
Percent satisfied with learning environment	94.4%	80.5%	78.6%
Percent satisfied with social and physical environment	100.0%	87.8%	82.8%
Percent satisfied with school-home relations	72.2%	87.8%	93.1%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 6 out of 7 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Corrective Action-Hold
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.8%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	47	100	43.2	29.7	27	0	45.9	53.5	48.2	Yes	Yes
<b>Gender</b>											
Male	27	100	70	15	15	0	15	47.3	41.7	N/A	N/A
Female	20	100	11.8	47.1	41.2	0	82.4	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	36	100	40	30	30	0	46.7	32.1	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	20.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	42	100	45.7	28.6	25.7	0	42.9	33	34	I/S	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	47	97.9	29.7	59.5	8.1	2.7	21.6	49.7	45.8	No	Yes
<b>Gender</b>											
Male	27	96.3	40	60	0	0	10	49.5	45.6	N/A	N/A
Female	20	100	17.6	58.8	17.6	5.9	35.3	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	36	100	23.3	66.7	6.7	3.3	23.3	26.2	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	20.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	42	97.6	28.6	62.9	5.7	2.9	20	28.3	31.4	I/S	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	24	100	50	25	25	0	25	39.2	35.7	96.1	96
Gender											
Male	15	100	66.7	16.7	16.7	0	16.7	40.8	37.4	96.3	95.8
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	37.6	33.8	96	96.1
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	95.1	96.1
African American	17	100	53.3	20	26.7	0	26.7	15.3	17	96	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	97.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.8	96.3
Socio-Economic Status											
Subsided meals	21	100	52.6	26.3	21.1	0	21.1	17.1	21.1	96.2	95.5

Social Studies											
All Students	22	100	41.2	41.2	17.6	0	17.6	40.2	34	96.1	96
Gender											
Male	11	100	62.5	12.5	25	0	25	42	36.6	96.3	95.8
Female	11	100	22.2	66.7	11.1	0	11.1	38.3	31.3	96	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	95.1	96.1
African American	19	100	40	40	20	0	20	19.1	19.1	96	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	97.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.8	96.3
Socio-Economic Status											
Subsided meals	20	100	43.8	37.5	18.8	0	18.8	20.1	21	96.2	95.5

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	39	100	25.8	64.5	9.7	0	9.7
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	43.2	29.7	27	0	27
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	39	100	12.9	64.5	22.6	0	22.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	97.9	29.7	59.5	8.1	2.7	10.8
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	18	100	75	25	0	0	0
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	50	25	25	0	25
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	21	100	31.6	42.1	26.3	0	26.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	41.2	41.2	17.6	0	17.6
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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